DOCUMENT RESUME

ED 186 500 UD 019 895

AUTHOR Fleming, Margaret, Ed.; And Others
TITLE Proposed Plan for Magnet Schools--Cleveland Public Schools. Section II, Business Careers Center.
INSTITUTION Cleveland Board of Education, Ohio.
PUB DATE 29 Jun 79
NOTE 40p.; Not available in paper copy due to reproduction quality of original document. For related documents see UD 019 891-894 and UD 019 896. Appendices have been deleted due to reproducibility factors.

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Accounting; *Business Education; Community Involvement; *Computer Science Education; *Curriculum; Data Processing; High Schools; *Magnet Schools; Program Proposals; *Racial Integration; *School Desegregation; Staff Development; Student Characteristics; Student Evaluation
IDENTIFIERS *Ohio (Cleveland)

ABSTRACT

This report describes a proposed magnet vocational program for 11th and 12th graders which is intended to reduce minority student isolation and facilitate desegregation in the Cleveland Public Schools. The need for such a program, its basic characteristics and multicultural aspects, its potential impact on participating students and the community, and plans for involving the community and students are discussed. A detailed description of the program's data processing and accounting computing curriculum is provided and covers program goals, program rationale, subject content, instructional strategies, learner characteristics, and evaluation techniques. The duties and qualifications of anticipated staff appointments are outlined, and support activities under consideration, such as counseling and job placement, are listed. A summary of the current program is included. (EB)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

OCT 2 3 1979

ED186500

# Proposed Plan For Magnet Schools

## Cleveland Public Schools

Section II
Business Careers Center

BEST COPY AVAILABLE

Submitted to

Federal Judge Frank J. Battisti

June 29, 1979

By the

Department of Desegregation Implementation

Margaret Fleming,
Deputy Superintendent

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
M. Fleming
Cleveland Public Schools
Dept of Desegr. Impl.
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Cleveland Board of Education

Cleveland, Ohio 44114

UD019895

# PROPOSED PLAN FOR MAGNET SCHOOLS

## CLEVELAND PUBLIC SCHOOLS


EDITED BY

Dr. Margaret Fleming
Deputy Superintendent
Desegregation Implementation

ASSISTED BY

Emma Benning
Robert Black
Christine Branche
Charles Calovini
Barbara Clark
Barbara Chambers
John Corrigan
Marian Conway
David Cox
Seymour Freedman
Richard Gore
Donald Healas
Sara Livingston
Dorothy Middleton
Richard Nielson
Derek Taylor



*Funded in part by the Emergency School Aid Act under section 608(a) of the Act*

OCT 2 3 1979

CLEVELAND PUBLIC SCHOOLS

1380 East Sixth Street

Cleveland, Ohio 44112

BUSINESS CAREERS CENTER

Jane Addams High School

June 14, 1979

CONTENTS


INTRODUCTION 1

. Description of Site 2

. Uniqueness of Program 4

. Multi-Cultural Impact 6

. Community and Student Involvement 6

DATA PROCESSING AND ACCOUNTING COMPUTING CURRICULUM 9

. Data Processing and Accounting Computing Rationale 10

. Specific Subjects 11

. Instructional Strategies 13

. Learner Characteristics 14

. Pupil Assessment 15

. Data Processing 16

- Program Description 16
- Program Goals 17
- Program Objectives 17

. Accounting and Computing 19

- Program Description 19
- Program Goals 20
- Program Objectives 21

. Staffing 23

. Supportive Activities 28

. Summary of Current Program 32

. Future Planning Activities 33

APPENDICES

A. Data Processing and Accounting Computing Advisory Committee

B. Survey of Greater Cleveland Growth Association

C. Ohio Bureau of Employment Services Cooperative Placement Program

D. Credit-in Escrow, Cuyahoga Community College

E. Pre-Service of Teachers, Jane Addams High School

F. Data Processing Program

## INTRODUCTION

The Division of Technical-Vocational Education of the Cleveland Public Schools proposes to expand its vocational program at the Business Careers Center, Jane Addams Vocational High School, in the 1979-80 school year. Administrative management of the project will be the responsibility of the director of the Division of Technical-Vocational Education.

The Cleveland Public Schools has a history of significant commitment to the area of business, distributive, and home economics education. At various vocational/technical high schools in the city, many programs are offered in these three areas.

The proposed magnet seeks to use the past and present commitment and experience of the system to create a truly unique business careers magnet which will facilitate desegregation and contribute to reducing the negative effects of students' prior isolation.

### Needs Assessment

The overall needs assessment for the total magnet submission indicates that the system has been mandated by the federal court to desegregate. The court has further ordered the system to develop an overall plan for magnet schools, and to expand its present offerings. The Business Careers Center is one of the system's efforts to respond in good faith to that mandate.

There is a need to provide maximum possible choice in a desegregation process, and to demonstrate that alternatives offered are of

high educational quality. In a community in which the anticipation of desegregation has already touched off alarm and hostility, there is a critical need to emphasize the positive aspects of desegregation, thereby building community acceptance and support. Substantive, high-quality magnet programs respond to each of these needs. But they can only succeed if, by nature of their magnetic quality, they do attract a racially balanced student body.

Career magnets have consistently proven among the most attractive to both students and parents across the country. Evidence that career magnets are likely to be extremely popular in Cleveland exists in the results of a recent survey done by Project PRIDE--Program Review for Improvement, Development, and Expansion. As part of a comprehensive state-mandated review of all vocational programs in the district, PRIDE surveyed almost 15,000 students and more than 4,000 parents regarding these attitudes toward vocational education programs. The table on the following page summarizes their responses.

Description of Site

By incorporating the business education data processing, distributive, and home economics education core cluster curricula into a single Business Career Center at the new, modern Jane Addams Vocational High School, it will be easier to secure the limited number of available instructors (full-time and part-time) who have the technical competencies required for such specialized instructional programs as proposed. Also, business experts will be readily available to offer ancillary instruction or services.

Through the single site all students will also have the opportunity to get exposure to downtown business sites and gain experiences not available in the home schools area. This near-downtown location in the heart of the educational hub of Cleveland--across the street from Cuyahoga

Table 1. Perceptions of Students, Parents of Vocational Education Programs

| | STUDENTS | | PARENTS | |
|---|---|---|---|---|
| | Strongly Agree | Agree | Strongly Agree | Agree |
| Schools in our community should place more emphasis on preparing students for employment. | 37% | 49% | 36% | 50% |
| Students should be willing to travel to an area vocational center if it offers a desired vocational program not available at their home school. | 18 | 48 | 14 | 58 |
| Vocational education programs should be increased so all youth needing occupational training may benefit. | 30 | 52 | 35 | 52 |
| Vocational education shops and laboratories should reflect business and industrial settings. | 22 | 48 | 28 | 62 |
| Business, industry, and labor representatives should assist in planning vocational classes. | 20 | 53 | 29 | 57 |
| In grades 9 and 10, students should have guidance and counseling experiences to assist them in selecting appropriate career preparation programs. | 37 | 45 | 19 | 58 |
| Students should have an occupational goal before they enter the 11th grade. | 20 | 38 | 21 | 50 |

Community College and within walking distance to Cleveland State University--will help facilitate students' educational and work experiences. Ample parking is available and RTA transportation is easily accessible.

Uniqueness of Program

The new magnet center will utilize the "cluster concept," as recommended by the U.S. Office of Career Education. Through a cluster, a "family" or grouping of related occupations, students are exposed to a range of job opportunities in their area of interest, thus broadening their occupational horizons. By training in a cluster, they will acquire skills which have relevance to at least several different job categories. This is important as figures demonstrate that the average worker changes jobs at least 3-4 times in a working career, and the number of job changes is expected to increase in relation to our rapidly changing technological world.

The flexibility to laterally transfer among related occupations is important; the opportunity for vertical movement up a career ladder may be an even more significant aspect of the proposed magnet's cluster approach, especially for those students lacking in preparation, basic skills, ability, or financial resources. Through the cluster training, these students can obtain marketable entry-level skills while learning about a variety of higher-level positions. In addition to specific job training, the proposed magnet school will offer basic job-getting information and skills, such as which educational experience prerequisites exist for different jobs, how to seek out information about jobs, how to apply and interview. Thus, the student training for an entry level job in a cluster may be able to set a longer range plan for higher level positions and reach his or her goals while earning a living.

Throughout implementation, the staff, with the assistance of an Advisory Committee, consultants, and local experts will continually assess and upgrade the curriculum for further use during 1980-81 and subsequent school years.

Basic skills will have a strong emphasis in this, as well, as all other vocational programs, with reading, language arts, mathematics, and consumer and business economics an integral part of the curriculum. Those students needing remedial instruction will be referred as quickly as possible to a recruiter-counselor, who will process teacher referrals, identify the most appropriate remediation placements, and expedite student entry into those placements.

Proposals to establish a Reading Resource Center and a Math Resource Center to complement the business vocational program have been approved by the Division of Vocational Education, Ohio Department of Education. These centers will provide basic skills reinforcement for those students in need.

Although this magnet school will bring together students with common interests and goals, they will have varied abilities. The curriculum at the facility will be flexible enough to meet the needs of all ability levels on an individual basis. One of the essential duties of the recruiter-counselor will be to counsel all program applicants, and insure that they are placed in the proper program or entry level within the magnet school which will best meet their needs and offer them the greatest opportunity to actualize their potential and prepare them for entry into their career or provide them with learning experiences which will accommodate their specific needs and interests and allow them to develop their maximum academic potential.

Multi-Cultural Impact

Examples of achievements of persons of varied racial/ethnic backgrounds--contemporary and historical--will be interwoven wherever possible into the curriculum of the center. All texts, materials, films, etc. will be carefully reviewed to insure that they are bias-free or when necessary, supplemented to counteract any bias.

Staff and consultants will be representative of the various racial and cultural groups in the city. Professional role models brought into the program as speakers, resource people, and in other capacities, will be selected to ensure racial/ethnic balance. Cooperative work placements will be carefully screened to ensure a positive multi-cultural impact.

Information/skills necessary to combat stereotyping and discrimination in the world-of-work will be emphasized in each cluster.

Finally, student activities/instruction will be organized wherever possible to create multi-racial pairings or teams working toward common goals.

Community and Student Involvement

Community and student involvement have been built into this proposed magnet both at the planning stage and in the actual project design. The design addresses parent/student recommendations (see PRIDE survey) in the area of career and vocational education particularly actual working conditions during exposure and training. "Real" people employed in the cluster occupations will be involved in the program and career counseling and exposure stressed.

The planning and implementation of the project has been, and will remain, under the auspices of a Technical Advisory Committee, comprised of persons from diverse racial/ethnic backgrounds who have varied pertinent educational and vocational experiences.

Project management will keep parents and students informed about carrying out proposed activities via newsletters, meetings, PTA bulletins, and other means of news dissemination. This action will be in conjunction with the efforts of the school system's Desegregation Information Center of the Department of Desegregation Implementation.

The Technical Advisory Committee, now working with Technical-Vocational Division will assist in the development of the Business Career Magnet Center. (See Appendix A for description of this committee.) Ad hoc committees will be established when needed. Members/participants will be selected from technical advisory committees and representatives of the various businesses and industries in the Greater Cleveland area.

Additional technical advisory committees will be formed to provide the support for the new vocational programs, as required.

The Advisory Committee will be extended the opportunity to take part in all project planning and implementation activities. In accordance with long-standing school system policy, project management will make every effort to utilize the varied areas of expertise and experience represented by Committee members.

The guidance and assistance of the (Cleveland) Citywide Committee on School Integration, the Kent State Center for Educational Development Strategic Services (KEDS), and other local public and private colleges or universities and organizations which have been involved in programs designed to eliminate, reduce, or prevent minority group isolation will be utilized by project management in implementing the education program at the Center.

Experience reveals that as project planning and implementation progress, other private and public agencies or organizations involved in the planning and/or operation of magnet school programs and the elimination,

reduction, or prevention of minority group isolation will be discovered and their services will be sought and utilized.

A description of the Data Processing and Accounting Computing curriculum follows. Included in the description are the program goals or outcomes, program rationale, subject content, instructional strategies, learner characteristics, and evaluation techniques.

# DATA PROCESSING
# AND
# ACCOUNTING COMPUTING
# CURRICULUM

Data Processing and Accounting Computing Rationale

A recent survey by the Greater Cleveland Growth Association (see Appendix B) clearly indicates that the present and future need for skilled data processing and accounting computing personnel is on the increase. Therefore, in response to this challenge, it becomes incumbent upon the Cleveland Public School System to restructure and update its educational offerings related to these areas so as to provide the maximum in opportunities for young adults with kindred vocational interests.

The data processing and accounting computing component, in the Business Careers Center, will be a two-year in-school program designed for eleventh and twelfth grade students who can best benefit from indepth training for initial employment opportunities in accounting, bookkeeping, and data processing occupations.

Enrollment opportunities for the data processing and accounting computing will be given to those young adults with career choices supported by interest and aptitude inventories, satisfactory attendance records, and interest commitments for entering the world of work.

With the recognition of the differences in learning modes, interests, and ability levels, it becomes incumbent upon educators to develop and promote a school and its ensuing environment which will diagnose, prescribe, and teach to meet the individual needs. The thrust of the curricular effort is to not only strengthen the strengths, but also to strengthen the weaknesses, so as to assure a success-oriented educational experience.

Specific Subjects

The two-year programs, data processing and accounting computing, sequencing of instructional units will be as follows:

Business English

. Reading. . .Developmental; literature

. Language. . .Grammar; creative writing

. Business Correspondence. . .Letters, memorandums

Business Mathematics

. Concept development

. Computational skills

. Applications

Business Law

. Contracts. . .Personal, Business

Economics

. Consumer. . .Budgets

. Business. . .

Typewriting

. Skill Development. . .Min. 40 wpm

. Applications. . .Letters, drafts, reports, correspondence

Ten Key Adders

. Calculations. . .Add, Subtract, Multiply, Divide

. Applications

Bookkeeping

. Beginning. . .Through the complete accounting cycle

. Advanced. . .Partnership-corporation cost

Bookkeeping Machines

. Skill Development. . .

. Applications. . .Receivables, Payables, Payroll, Billing/Invoicing

Data Entry Devices

. Key Punch

. Skill Development

. Applications. . .Manual, Program, Alternate

. Key Disc

. Skill Development

. Applications. . .

Electro/Mech Sorter

. Skill Development

. Applications. . .Numeric, Alpha, Selection

Filing

. Skill Development

. Applications. . .Numeric, alphabetic, geographic

Introduction to Data Processing

. Concept Development

. Application. . .Fortran/RPG, Cobol

Computer Languages

. Concept development cobol

. Applications. . .Detail list, reports, tables, advanced efficiencies

Human Relations

. Concept development

. Applications

Career Planning

. Concept development

. Applications. . .on job training, full time employment

Instructional Strategies

Curriculum will provide for the core offering of --"An Introduction to Data Processing," for all data processing and accounting computing programs. Also, included is a limited exposure to, and application of, the FORTRAN programming language as applied to simple business practices and principles. Each vocational program will begin its ANSI COBOL programming work during the latter portion of the first semester of the school year. The second semester's work of each vocational block is directed towards a development of the areas of specialization necessary for a competency within the field.

The instructional methodology employs the use of the lecture and demonstrations as appropriately needed in the delivery of educational services. The following instructional strategies will be employed:

- Personalized instructional programs aimed at maximizing each student's chance for progress and success
- Small group or individualized instruction as needed
- Multimedia resources to meet individual needs
- Team teacher for planning and instructions
- Instructional reinforcement by guest lecturers
- Progress calendar by content and student
- Laboratory experiences in an atmosphere which parallels the world of work in data processing and/or accounting computing
- Increased responsibility for decision-making and a completion of tasks
- Teacher-assessment and student-assessment techniques which evaluate the understanding of the goals of the curriculum
- Student self-interest as a motivational vehicle

- Homework as an extension of the student's course of study
- Specialized counseling services to supervise the progress of students
- Remediation--Math and Reading

A typical class schedule is as follows:

Typical Class Schedule

| Day | Daily Class Periods | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Monday | Lab/Theory | | Bookkeeping | Typing/10-K Adders | Lunch | Bus. Law/Economics | Available for other academic requirements for graduation and college | | |
| Tuesday | " | " | | | | | | | |
| Wednesday | " | " | | | | | | | |
| Thursday | " | " | | | | | | | |
| Friday | " | " | | | | | | | |

Learner Characteristics

Each student should show evidence of having the interest to actively pursue and succeed in a career in data processing and/or accounting computing occupations. The following points are considered:

- Students and parents have an opportunity to learn about the program through counselors, business education teachers, students, completers of the program, and orientation programs.
- Students are knowledgeable of the scope of career opportunities associated with occupational preparation in the program.
- Student interest is substantiated through a personal interview and counseling before entry into the program.
- Students are aware of the skills and personal traits that are important for success in the program.

- Each student's potential to be successful in data processing occupations is determined, in part, through the use of the OVIS (Ohio Vocational Interest Survey), the GATB (General Aptitude Test Battery), and other measures.
- Physical handicaps and physical limitations of the students are made known to the instructional staff.
- There is evidence that a statement of each student's career objective is on file in the school office.
- Effective measures are used to identify individual student's occupational strengths and program effectiveness.
- Students have access to an effective placement service through the school.
- Students are apprised of follow-up activities.

Pupil Assessment

Standardized testing procedures will be used to measure the pupil's progress. The departmental examination committee will develop and adminster the mid-year and final examinations in all subject areas concerned. Whereas, the individual classroom teacher will develop and record an appropriate objective evaluation of the student's strengths and weaknesses on a periodic basis. Similarly, teacher-student conferences shall be scheduled to discuss the results of the evaluations in order to seek methods of improvement.

Cooperating business employers utilizing students in training positions will be required to issue an achievement grade and objective evaluation of the student's performance in the work experience as a part of the exit interview.

Each graduating senior will be required to develop and complete a personal project subject to the approval of the project committee.

Data Processing

Program Description

The Business Data Processing Systems Program is a two-year, in-school program designed for eleventh and twelfth grade students who can best benefit from indepth training for initial employment opportunities in automated data processing and electronic data processing and elecronic data processing operation and computer programming, with related busines management knowledges emphasizing accounting. The program complies with State-adopted standards and criteria regarding laboratory and related classroom requirements, facilities and equipment, enrollment, and staff qualifications.

Students will learn to operate data entry equipment, automatic data processing equipment, and electronic data processing equipment; to study and develop programming designed for business applications; and to perform clerical functions related to the data processing area--all with the occupational competency of an employee knowledgeable in the data processing field. Individual student training may also include tasks related to job specialization.

Indepth instruction is provided in personal growth and development, effective human relations, and current employment requirements and practices as they pertain to business data processing and related office occupations. Emphasis is placed upon development of communication skills including reading, listening, speaking, writing and non-verbal behavior. Vocational student organization activities shall be an integral part of the instructional program.

Students are provided laboratory experiences in a three-hour uninterrupted block of time, supported and enriched by related classroom instruction. Such experiences and instruction are based

upon an occupational analysis which identifies technical knowledges, skills, attitudes, and values needed to satisfy initial employment requirements in data processing occupations.

Students completing this program may be employed as data processing clerks, keypunch operators, operators of automated data processing and/or electronic data processing equipment, computer operators, junior programmer trainees, and initial employment related to office occupations.

Program Goals

Completers of the Business Data Processing Systems Program will have had the opportunity to acquire occupational skills necessary for successful employment in related office occupations.

Students will learn the techniques of applying for employment, maintaining employment and advancing in positions and properly terminating employment. Students will become active participants in a supervised vocational student organization. Students will develop decision-making skills through problem-solving techniques.

Students will develop behavioral attitudes and personal traits necessary for personal growth and effective human relations. Students will develop an awareness of their responsibilities to become productive, participating citizens who have an appreciation of the value of work in our society.

Program Objectives

Given assignments involving operating peripheral equipment such as card punch, verifier, sorter, calculator, typewriter, and duplicator, the student will prepare, use, and make minor repairs on equipment necessary for the completion of an assignment.

Given peripheral equipment, the computer system, and assignments involving preparing business reports, the student will locate the necessary information, code, edit, and batch the information with 100 percent accuracy.

Given peripheral equipment, the computer system, business transactions, and various forms, the student will correctly select the necessary forms and record information pertaining to processing sales, shipping orders, accounts receivable, accounts payable, purchases, inventory changes, and payroll.

Given peripheral equipment, the computer system, and various business transactions, the student will analyze the transactions, journalize, post, prepare financial statements, and close the books with 100 percent accuracy.

Given a computer system, peripheral equipment, and problems to be completed using the computer, the student will accurately and efficiently operate the console, load program and data cards, prepare back-up data, store back-up data, send and receive data according to procedure, maintain card files, prepare test procedures, operate card reader, operate line printer, load and operate disk drives or cartridges, operate on-line systems, and update manuals.

Given the computer system, problems to be completed using a computer, and peripheral equipment, the student will accurately and efficiently use any or all peripheral equipment needed for facilitating input and/or output used in the computer operation.

Given a computer system, peripheral equipment, and problems to be completed using the computer, the student will accurately and efficiently analyze the problem, develop a flow chart, write a

program in Cobol, Fortran, or RPG, test and debug the program, complete the program operations on the computer, and prepare an applications documentation.

Given situations using laboratory facilities, equipment, and supplies, the student will demonstrate proper housekeeping activities, maintenance, care, and safety.

Accounting and Computing

Program Description

The Accounting and Computing Program is a two-year, in-school program designed for eleventh and twelfth grade students who can best benefit from indepth training for initial employment opportunities in accounting, bookkeeping, and data capturing occupations. The program complies with State adopted standards and criteria regarding laboratory and related classroom requirements, facilities and equipment, enrollment, and staff qualifications.

Enrollment opportunities for the Accounting and Computing Program will be given to those students with career choices supported by interest and aptitude inventories, effective communication skills, satisfactory attendance records, and interest commitments for entering the world of work.

Students will learn to keep records of financial transactions as they occur in chronological order in account and cash journals from source documents; summarize details of separate ledgers by using calculating machines and transfer data to withholding, social security, and other tax reports; compute, type, and mail monthly statements to customers; complete books through the trial balance; and

operate calculating and bookkeeping machines. Individual student training may also include tasks related to job specialization.

Indepth instruction is provided in personal growth and development, effective human relations, and current employment requirements and practices as they pertain to accounting and computing and related office occupations. Emphasis is placed upon development of communication skills including reading, listening, speaking, writing, and non-verbal behavior. Vocational student organization activities shall be an integral part of the instructional program.

Students are provided laboratory experiences in a three-hour uninterrupted block of time, supported by related classroom instruction. Such experiences and instruction are based upon an occupational analysis which identifies skills, attitudes, and technical knowledges needed to satisfy initial employment requirements for accounting, computing, and data capturing occupations.

Developed within the program strategies are those evaluation processes needed to support and/or substantiate student achievement.

Students completing this program may be employed as accounting clerks, credit clerks, payroll clerks, general bookkeepers, billing machine operators, bookkeeping machine operators, calculating maching operators, data keyboard operators, inventory clerks, and peripheral equipment operators.

Program Goals

. Students completing this program will have had the opportunity to acquire occupational skills necessary for successful employment and advancement in accounting and computing occupations as well as those needed for employment in related office occupations.

- Students will develop an awareness of their responsibilities to become productive, participating citizens who have an appreciation of the value of work in our society.
- Students will become active participants in a supervised vocational student organization.
- Students will develop behavioral attitudes and personal traits necessary for personal growth and effective human relations.
- Students will develop decision-making skills through problem-solving techniques.
- Students will learn the techniques for applying for employment, maintaining and advancing in positions, and properly terminating employment.

Program Objectives

Given various accounting transactions and mechanical and electronic accounting devices, the student will post, retrieve, summarize, and process the accounting information.

Given various business transactions, journals, ledgers, checkbooks, and other source documents, the student will process purchases and payables, sales and receivables, cash receipts and cash payments, payroll, and related records.

Given inventory control records to be filed and correspondence to be filed, the student will sort, code, index and store each piece of correspondence in appropriately labeled folders, according to the appropriate filing system ready for immediate retrieval or transfer as needed to meet requirements of the occupation.

Given integrations and simulated accounting experiences, the student will correctly follow the work flow procedures and operational systems.

Given assignments which include typing letters, business forms, envelopes, labels, and similar routine typing tasks, the student will produce typewritten copy in mailable form.

Given a simulated office situation involving telephone communication techniques, the student will recognize through voice tone and questions asked the attitude of the other party, and appropriately respond when placing, receiving, and terminating calls by asking and giving necessary information and using acceptable human relations.

Given occupationally related mathematical problems, the student will correctly and accurately solve problems manually or with the use of various calculating machines.

Given various forms and documents to complete, the student will handwrite neatly and clearly.

Given situations using office facilities, equipment, and supplies, the student will demonstrate proper housekeeping activities, maintenance, care, and safety.

Given any data or information generated by a computer, the student will correctly read, interpret, analyze, compile, compose, proofread, and correct the data information.

Given key-punch machine, punch tape, magnetic keyboard equipment, and source documents, the student will accurately code, edit, and batch the information, prepare computer cards, and prepare correspondence in mailable form.

Staffing

All staff will be appointed by the director of the Division of Technical-Vocational Education, in accordance with the regular recruitment procedures of the Cleveland Public Schools and the federal court mandate regarding the assignment of minority and non-minority staf to each school. The following staff will be employed:

Vocational Educator-Planner (Coordinator)--1 FT, 48 weeks

Duties:

- Dedicated to integrated, quality education
- Having overall administration of all project activities
- Serving as liaison with Technical Advisory Committee and meeting with Committee on a regualr basis
- Maintaining contacts with local business and industries, including identifying consultants
- Supervising activities of teacher-planner, recruiter counselor, and other staff
- Verifying educational specifications, outlining staffing requirements, finalizing selection and recruitment of students, soliciting community involvement and support, outlining inservice requirements, detailing supplies and equipment, and formulating guidelines for job placement
- Acting as director for the business education component once it is implemented
- Obtaining the support and assistance of public and private agencies in the community which previously have been--or presently are--involved in activities related to the elimination, reduction, or prevention of minority group isolation
- Preparing necessary local, state, and federal reports

Qualifications:

- Master's degree with vocational education emphasis
- Service in urban schools representing a variety of socio-economic levels
- Ability to work harmoniously with administrators, teachers, parents, and community persons

- Performance record of involvement with the business industrial-labor complex
- Experience in developing curriculum
- Commitment to desegregation

Teacher-Planner--1 FT, 44 weeks

Duties:

- Dedicated to integrated, quality education
- Conducting serveys of local business and industries to ascertain curriculum needs
- Reviewing, modifying, and adapting existing curricula to meet identified needs
- Developing specialized curricula for new or innovative programs
- Working with groups of teacher consultants in curriculum review and/or development
- Reporting to the Technical Advisory Committee regarding curriculum development
- Assisting vocational educator-planner in preparing reports, contacting business and industry, and conducting other related business
- Evaluating curriculum once it has been implemented
- Serving as a teacher in the program when it is in operation

Qualifications:

- Master's degree or experience in vocational education setting
- Experience in developing curriculum
- Certificated for teaching IOE program
- Service in urban schools representing a variety of socio-economic levels
- Work experience in the business-industrial complex above entry level occupation
- Ability to work harmoniously with administrators, teachers, parents, and community persons

. Commitment to desegration

Recruiter-Counselors--2 FT, 44 weeks

Duties:

. Dedicated to integrated, quality education

. Working with community members and school personnel in establishing procedures for recruiting students for the business education and distributive education programs

. Working with conselors and administrators in individual junior and senior high schools in publicizing all recruitment information

. Overseeing the implementation of the recruitment procedure as outlined

. Reviewing and modifying the recruitment procedure according to input of staff, students, parents, community persons

. Acting as guidance counselor and outreach work for students in the business education and distributive education program once they are in operation

. Identifying those students who have deficiencies in basic skills (reading, language, mathematics) and refering these students to the remediation programs(s) within the school system which will best meet these students' needs

. Assisting the vocational educator-planner with other project details as indicated

Qualifications:

. Bachelor's degree with vocational education emphasis

. Knowledge of Cleveland Public Schools and the Cleveland community

. Experience in working with students/parents from multi-ethnic and/or racial backgrounds

. Experience in recruiting students for school programs

. Ability to speak Spanish (in order to effectively communicate with these minority students--and their parents--to insure that their needs are met)--one person

. Commitment to desegregation

Classroom teachers, 39 weeks

Duties:

. Dedicated to integrated, quality education

. Development of self responsibility

. Willing to devote additional time necessary for educational planning, meetings, parent conferences, etc.

. Committed to all the rules and regulations of the school

. Willing to remain current in industry and educational developments

Qualifications:

. Appropriate Certification

. Appropriate private industry work experience

. Evidence of satisfactory classroom teaching in the secondary division of Cleveland Public Schools

. Able to work harmoniously with adminstrators, parents and students in an integrated setting

. Demonstrated flexibility in working as a member of a team

. Willing to spend additional time needed to effectively meet the challenges, objectives, and purposes of the center

. committed to the philosophy and goals of the program

Clerks--2 FT, 52 weeks

Duties:

. Typing all program documents, including reports and correspondence

. Preparing and duplicating all needed materials for staff

. Answering phone, relaying messages

. Performing miscellaneous clerical tasks

. Filing all program records

Qualifications:

. Typing, shorthand skills

. Familiarity with office machines

- Experience with duplicating procedures
- Sound organizational and office management skills
- Ability to work harmoniously with others

Supportive Activities

A strong guidance-counseling component highlights the supportive activities. Other activities which enhance the educational program include health services, psychological services, and assistance from varous educational and social services agencies in the community. A summary of the extensive guidance services follows:

Guidance--11th grade focus of assisting students--assist students to progress toward productive and rewarding careers in the following ways:

- Become knowledgeable about the developmental nature of a career, the values and rewards of a career in our society, and the nature of employment and non-employment forms of productive work
- Respect the value and dignity of all employment and non-employment forms of productive work
- Understand the extent and nature of preparation needed for reaching those career goals being considered
- Choose immediate steps and develop tentative long-range plans for a career

Assist students to select and enter school courses and student activities.

- Become knowledgeable about the educational and vocational opportunites realted to each school course and student activity
- Identify and clarify those goals for personal development which one has for participating in school courses and student activities
- Select and enter--meaningfully and purposefully--those school courses and activities which are consistent with one's own goals, abilities, and interests

Assist students to develop learning skills and values.

- Analyze and evaluate one's own skills, habits, and values for learning
- Create plans, schedules, environment, and experiences which facilitate learning
- Identify and participate in those learning experiences which are consistent with one's own values and goals for personal development

Assist students to develop self-understanding and identities.

- Become knowledgable about one's present abilities, interests, traits, attitudes, and values
- Translate knowledge about one's self into a language which can be related to educational, vocational and social opportunities
- Evaluate one's own characteristics of personal development and judge what characteristics can and should be improved in order to attain desired goals

Assist students to develop interpersonal relationships.

- Become aware of the interpersonal relationships people have in our society as employers and employees, parents and children, teachers and students, leaders and followers, husbands and wives, and other relevant relationships
- Respect others as being individuals of worth and dignity
- Develop relationships with others in a manner consistent with one's own values

12th grade focus -- continue 11th grade focus where needed -- Primary focus:

Continue to assist students to progress toward productive and rewarding careers.

- Become knowledgeable about opportunities for vocational exploratory experiences
- Choose and participate in vocational exploratory experiences
- Become aware of the kinds of experiences and requirements which a person might have in a work setting
- Obtain employment in an occupation of one's own choosing

Assist students to select and enter educational opportunities beyond high school.

- Become knowledgeable about the characteristics and objectives of various continuing educational opportunities which are available beyond high school
- Become knowledgeable about the sources of information and assistance for selecting and entering educational opportunities beyond high school and about criteria for judging the validity and appropriateness of such information and assistance
- Select and enter meaningfully and purposefully those educational experiences beyond high school which are consistent with student own goals, abilities, and interest

The following community agencies may be used to help a student whose educational progress has been hampered by physical, mental, or social concerns:

Alcholoism/Drug Abuse

- Alcoholism Services of Cleveland, Inc.
  3030 Euclid Avenue
  Phone 391-2300
- Cuyahoga County Welfare Department
  Alcholoic and Drug Rehabilition Unit
  2340 Payne Avenue
  Phone 861-7700

Counseling

- Center for Human Services
  1001 Huron Road
  Phone 241-6400
- Child Guidance Center
  2525 East 22nd Street
  Phone 696-5800
- Spanish American Committee
  4407 Lorain Avenue
  Phone 961-2100
- Catholic Counseling Center
  1001 Huron Road
  Phone 696-6650

Crisis Intervention

- Cuyohoga County Welfare Department
  220 St. Clair Avenue
  Phone 861-7700

- Homemaker-Home Health Aide Service
  1001 Huron Road
  Phone 241-6400

Physical Health

- Chester Clinic
  2120 St. Clair Avenue
  Phone 241-2267

- Hough Norwood Family Health Care Center
  1458 East 55th Street
  Phone 881-2210

Another unique feature of the Business Careers Center will be a full-time Job Placement Counselor from the Ohio Bureau of Employment Service (see Appendix C) to aid in securing employment for those students graduating for the center.

Summary of Current Program

The Business Careers Center, Jane Addams High School, serving those high school students who do not have computer terminals in their home high schools. There are seven schools involved--parents were invited to an Open House at Jane Addams on Saturday, February 17, 1979. The program at the Center was explained to the parents. They also were able to view the data processing equipment and were taken on a tour of the building. A question and answer period ended the session.

The students who expressed an interest were offered the opportunity to take credit-in-escrow courses at Cuyahoga Community College (see Appendix D). Businessmen and former students met with the eleventh grade students for discussions about data processing careers.

Human Relations workshops were conducted by the Staff Development Department of the Cleveland Board of Education and KEDS Desegregation Assistance Center of Kent State University.

The recruiter counselor scheduled field trips to Cuyahoga Community College and Cleveland State University for those twelfth grade students who expressed an interest in post-high school educational activities.

Part-time job opportunities were offered to all students as they became available from the business community.

Three pre-service meetings were held for the purpose of dicussion which informed the staff about the general program logistics--schools, staff, and students. An in-service staff meeting calendar suggested the need for, and the scheduling of three additional in-service staff meetings (see Appendix E).

The formal proposal of laboratory instruction began officially on February 26, 1979 and has continued to service some 168 eleventh grade and 85 twelfth grade students on a part-time basis; ie., two or three times each week on an every-other-week basis.

Future Planning Activities

During a two-week period, the recruiter counselor visited some 12 high schools to present a carefully planned recruitment program developed cooperatively through the Division of Educational Media Services. The twelve-minute sound and slide film narrative focused attention upon the following elements related to the Business Careers Center: geographic location--building's physical aspects--introduction to the operating staff--overview of the vocational program offerings such as Fabric Services, Food Services, Cosmetology, Medical Secretary, Legal Secretary, Data Processing, and post-high school offerings in the Dental and Practical Nursing areas--and also presented a career ladder explaining the logical progression of skill ranges necessary to meet the various occupational levels obtainable in Data Processing.

The results of this intense recruitment effort revealed that some 3,955 student contacts were made, while some 767 responded with an indicated interest in the various program offerings. In addition, a follow-up letter inviting the parents and students to participate in one of two visitation periods was mailed on April 24, 1979 (see Appendix F).

Staff development has cored on the three staff preservice meetings; the three staff in-service meetings; and the staff post-service assessment meeting scheduled for June 15, 1979. Likewise,

five in-service workshop meetings are scheduled to begin on August 27, 1979 for the purpose of addressing themselves to the following concerns:

- Introduction and orientation to Computer Center
- Departmental policies and procedures
- Definition of goals and aims of program
- Definition of objectives of curriculum
- Define and plan a projected strategies calendar within the scope and content of the curriculum
- Introduction to and working experiences on all available laboratory equipment
- Learning techniques of cooperative and shared working experiences
- Staff human relations activities
- Student/staff human relations
- Commitment to the program
- Organization for regularly scheduled departmental staff development meetings
- Advanced data processing course work available through Cleveland State University, Fall '79

All extra-curricular pursuits will be offered in the standard way--during the regular day. The present range of interests are characterized by the following offerings:

- Glee Club
- Gym Leaders Club
- Human Relations
- Intramural and Interscholastic Sports
- Junior Red Cross
- Library Service Club
- National Honor Society

. School News Letter

. Science Fair

. Senior Class Activities-Committees

. Student Council

. Yearbook

. Y-Teens

. Ohio Educational Association

. Ohio Educational Data Systems Association

Future adoptions and offerings would necessarily depend upon the interests and desires of students and the availability of the supervisory talents.

The Business Careers Center strongly recommends the active involvement by parents into the educational processes of their children. Parents who encourage their children to develop positive educational attitudes and study habits contribute an immeasurable quantity and quality of effort which supports the educational objectives of the school and its attempt to prepare young adults for the experiences which lie ahead of them.

To this end then, the following activities, either past or present, have been or will be offered to induce participation in this involvement:

. Open house for parents of present students

. Open house for parents of future students
May 9, 1979 and May 12, 1979

. Invitations for parental visits

. Scheduled conferences for student assessments

. Quarterly news letter

. Special problems "Hot Line"